



Course Syllabus

Counseling Theories and Applications I

COUN F623

Instructor:

E-mail address

Telephone:

Office:

Office Hours:

Audio Call In:

Video Conference:

Course Description: The Counseling Theories and Applications I course is designed to provide students with sufficient knowledge of the major theoretical systems of counseling and psychotherapy. Specific application of theoretical principles is discussed and analyzed especially their appropriateness for working with culturally diverse groups. Application of theories provides skills-based practice in basic counseling skills throughout the course.

Course Objectives: upon completion of this course, students will be able to identify, utilize, and explain the following areas of the counseling profession based on an understanding of the following 2016 CACREP Standards:

1. Strategies for personal and professional self-evaluation and implications for practice (*f.1.k*)
2. Theories and models of counseling (*f.5.a*)
3. Ethical and culturally relevant strategies for establishing and maintaining in-person and technology-assisted relationships (*f.5.d*)
4. Counselor characteristics and behavior that influence the counseling process (*f.5.f*)
5. Essential interviewing, counseling, and case conceptualization skills (*f.5.g*)
6. Processes for aiding students in developing a personal model of counseling (*f.5.n*)
7. Methods of effectively preparing for and conducting initial assessment meetings (*f.7.b*)
8. Theories and models related to clinical mental health counseling (CMHC *c.1.b*)
9. Cultural factors relevant to clinical mental health counseling (CMHC *c.2.j*)

Please note: All topics in this course are taught from a multicultural perspective, which emphasizes the differing experiences, cultures, histories, and perspectives of peoples from a variety of ethnic, gender, racial, and social class backgrounds.

Required Texts and Materials:

- American Psychological Association. (2010). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: American Psychological Association.
- Corey, G. (2012). *Case approach to counseling and psychotherapy* (8th ed.). Belmont, CA: Brooks/Cole, Cengage Learning.
- Corey, G. (2013). *Theory and practice of counseling and psychotherapy* (9th ed.). Belmont, CA: Brooks/Cole, Cengage Learning.

Martin, P. (2001). *Mixed Emotions: A tool that helps you make decisions, solve problems, resolve conflicts, and more.* (Card Set)

Recommended Text:

Neukrug, E. (2018). *Counseling theory and practice (2nd ed.)*. Belmont, CA: Brooks/Cole, Cengage Learning.

Required Readings:

Peer reviewed articles and presentation assigned readings will be assigned per the dates on the syllabus.

Beck, A. T. (2005). The current state of cognitive therapy: A 40-year retrospective. *Archives of General Psychiatry*, 62, 953-959.

Bornstein, R. F. (2005). Reconnecting psychoanalysis to mainstream psychology: Challenges and opportunities. *Psychoanalytic Psychology*, 22, 323-340.

Brown, L. S. (2006). Still subversive after all these years: The relevance of feminist therapy in the age of evidence-based practice. *Psychology of Women Quarterly*, 30, 15-24.

Combs, G. & Freedman, J. (2012). Narrative, post-structuralism, and social justice: Current practices in narrative therapy. *The Counseling Psychologist*, 40.

Day-Vines, N. L., Wood, S. M., Grothaus, T., Craigen, L., Holman, A. (2007). Broaching the subjects of race, ethnicity, and culture during the counseling process. *Journal of Counseling and Development*, 85, 401-409.

Heppner, P. H., Rogers, M. E., & Lee, L. A. (1990). Carl Rogers: Reflections on his life. In P. P. Heppner (Ed.), *Pioneers in counseling & development: Personal and professional perspectives* (pp. 54-59). Alexandria, VA: American Association for Counseling and Development.

McDowell, T. & Hernandez, P. (2010). Decolonizing academia: Intersectionality, participation, accountability in family therapy and counseling. *Journal of Feminist Family Therapy*, 22, 93-111.

Neukrug, E., Bayne, H., Dean-Nganga, L., & Pusateri, C. (2013). Creative and novel approaches to empathy: A neo-Rogerian perspective. *Journal of Mental Health Counseling*, 35, 29-42.

Shadish, W. R., & Baldwin, S. A. (2003). Meta-analysis of MFT intervention. *Journal of Marital and Family Therapy*, 29, 547-570.

Skovholt, T. M., Starkey, M. (2010). The three legs of the practitioner's learning stool: Practice, research/theory, and personal life. *Journal of Contemporary Psychotherapy*, 40, 125-130.

Spillers, C. (2007). An existential framework for understanding the counseling needs of clients. *American Journal of Speech-Language Pathology*, 16, 191-197.

Westen, D. (1998). The scientific legacy of Sigmund Freud: Toward a psychodynamically informed psychological science. *Psychological Bulletin*, 124, 333-371.

Wilson, K. G. (1997). Science and treatment development: Lessons from the history of behavior therapy. *Behavior Therapy*, 28, 547-558.

(All required readings are in the dated file folders under the Session Resources section of Blackboard or available from the Rasmuson Library.)

Course Instructional Methods:

The following methods will be used throughout the course: didactic instruction, guided instruction, video, live demonstration, role playing, small group projects, student presentations, and structured group exercises. Most classes will follow this format/schedule:

- I. Review prior class material/Check-in re: questions
 - II. Didactic Instruction followed by structured exercise/small group discussion
 - III. Break
 - IV. Activity/Student Presentation
- or*
- V. Counseling Sessions

Course Evaluation: Students will be evaluated based on following criteria:

1. **Class Attendance and Participation:** Students are expected to come to class prepared, with assignments turned in prior to arrival. **Be ready to begin promptly at 4:15 PM.** Two percent (2%) will automatically be deducted from a student's final grade for missing one class, and 1% will be deducted for arriving late or leaving early. If missing class is unavoidable, I must be notified before the class session. If your absence is excused, you can make up the 3% by completing a four-page summary reflection on what you missed in class based on readings and speaking with other students.

Absence does not relieve a student's responsibility of completing all assignments before the due date, or for comprehending the material presented during the class session.

Missing more than one class may result in the student receiving a grade of "Incomplete" or failure ("F") of the course.

Reading assignments and participating in class discussions is expected. Your attendance and the quality of your involvement in class are worth a maximum of 50 points toward your final grade. A rubric located at the end of the syllabus further delineates how you will be evaluated. *Speak out and share your perspectives; it enriches the class experience for all of us!*

- **Blackboard Discussion Introduction and Student and Faculty Learning Agreement:** Post a one (1) paragraph introduction of yourself on the introduction blackboard discussion board. This introduction should share your counseling track, what interests you about this course, a fact about you, and a picture of yourself. In addition, read and sign the "Student and Faculty Learning Agreement" located under the Assignments tab.
2. **Blackboard Reflections:** Reflections on readings assigned each week will be due no later than ***Sunday evening each week before the class on the assigned material on blackboard by 11:59PM Alaska time.*** The thirteen (13) weekly reflections will need to be at least 300 words in length and posted on blackboard. Reflections will need to be thoughtful and cite and reference specific material for each theory that was covered in the readings assigned for the week of the assignment. Critical reflection and thought on material and in class discussions is required. Discussion board posts are to be written in first person and points will be lost for content, length, grammar/punctuation, and APA reference/citation errors. APA 6th edition citations and references are required. Each person is required to respond to two other posts with a thoughtful critical thinking

response of at least 100 words, by ***Wednesday evening of week each week on blackboard discussion board by 11:59PM Alaska time.***

3. **Case Study Conceptualization Paper:** This paper is designed to allow students to explore and synthesize the initial assessment and walkthrough of a case conceptualization using one of available theoretical case studies of “Ruth” in the *Case approach to counseling and psychotherapy* text. Students will write a minimum of three (3) pages, either in first or third person. Points will be lost for content, page length, grammar/punctuation, and APA style errors. Example and more information will be provided on Blackboard.
4. **Counseling Theory Demonstration and Techniques Group Presentation:** Presentations will be two-parts:
 - a. Students will record and present a 15-minute role-play demonstration of the theory.
 - b. Students will present the therapeutic techniques and procedures utilized in this theory as well as facilitate an in-class discussion. This part of the presentation will be about 20-minutes in length.

The presentation and discussion will be based on additional readings that advance the knowledge your classmates have already attained from the already assigned course readings. ***A minimum of two selected readings*** of the particular theorist and/or approach (written by the theorist themselves if available) are required from the presenters and need to be ***provided to the instructor at least one week before the presentation.***

Each presentation will correspond with the assigned theory of the week, be no less than 35 minutes in length, and will include a handout for students in the class. The handout should be a professional synopsis of the essential information on the chosen theory and include detailed suggestions for using this specific theoretical orientation. The handout will be graded on APA style references, content, and creativity. ***Handouts must be submitted to blackboard no later than 11:59PM Alaska Time the day before the presentation***

Each presentation must utilize technology to record the role-play (suggestions will be given in-class), and Microsoft PowerPoint or similar program the presentation portion (you may utilize additional technology and/or audiovisual aids during the presentation).

Students will sign-up for presentation groups on the first day of class to present and groups will consist of two (2) to three (3) students based on the number of students enrolled in the course.

5. **Counseling Sessions:** Students will conduct **ten (10)** role-play sessions, *five (5)* sessions as the counselor as *five (5)* sessions as the client, throughout the semester. The goal of these sessions is to build client rapport, practice basic counseling skills, apply theory techniques, and complete client paperwork and skills evaluation. Time will be allotted during each class to complete each session. Each session will be recorded, and paperwork will need to be completed for each session. Grading for counseling sessions will include the following required components of this assignment:
 - a. Students must ***complete all ten (10) practice role-play sessions.*** Sessions will be completed either in-person (if enrolled locally) in the counseling clinic (in assigned pairs), or through distance learning software (for those

enrolled as DL students). **All sessions must be recorded.** If you are an on-campus student, you can record in the clinic, but it is recommended that you record from your laptop (there will be instructions). If you are a DL student, you will be using YouTube Live to meet with your volunteer clients. DL students will be required to record each session through YouTube Live (Instructions are located on Blackboard).

- b. Students must complete the following required documents for each session that they are a counselor:
 - i. **Session One**
 1. *Intake*: Complete intake from your own session as the counselor.
 - ii. **Session Two**
 1. *Session analysis*: Complete a session analysis of your own session as a counselor.
 2. *Progress note*: Complete a progress note of your own session
 - iii. **Session Three**
 1. *Peer analysis Observation*: Complete an observation analysis of your peer partner's session.
 - iv. **Session Four**
 1. *Session Analysis*: Complete a session analysis of your own session as a counselor
 2. *Peer Analysis Observation Form*: Complete an observation of your peer partner's session
 - v. **Session Five**
 1. *Session Analysis*: Complete a session analysis of your own session as a counselor
 2. *Peer Analysis Observation Form*: Complete an observation of your peer partner's session
 3. *Progress note*: Complete a progress note of your own session
 - c. Students will be required to **practice and demonstrate** micro-skills in each of the five sessions. Evaluation will occur through self and paired evaluation.
 - d. Counseling session paperwork is **due no later than the dates on the syllabus calendar.**
6. **Verbatim Transcription:** After the fourth counseling session, students will be required to complete one thirty (30) minute verbatim transcription of the session that includes identification of skills and self-awareness, and the counselor and client response.
 7. **Final Paper Outline:** An outline for the final paper (including references to be used in your paper), which needs to include enough information to show you have gathered information for each section.
 8. **Final Theoretical Orientation Paper:** This paper is designed to allow students to explore and synthesize what has been learned over the length of this course by formulating your own theoretical working model of counseling. You are to demonstrate the applicability of the theory through self-analysis of one life stage (i.e., childhood,

adolescence, adulthood) of your choice. You will also need to include how your theory conceptualizes the individual, how therapeutic change occurs, and what constitutes psychopathology, using supplemental resources as necessary. At least ten (10) outside resources must be used and cited appropriately. Writing should conform to APA style (6th ed.) and include citations and references. This paper is to be written in third person.

You are encouraged to use the Writing Center for assistance in any stage of this assignment. You may want to talk with someone there while you are in the planning stages for your paper. **The paper should be 14-16 pages in length (not including title page and references) and include at least ten peer-reviewed references (not including textbooks).**

Grades:

Your course grade will be determined by the following point system:

Class Attendance/Participation	50 points
Weekly Reflections (13 at 5 points)	65 points
Counseling Theory Presentation	70 points
Case Study Conceptualization	25 points
Final Paper Outline	10 points
Final Theoretical Orientation Paper	125 points
Verbatim Transcription	55 points
Counseling Session Paperwork	100 points
Total	500 points

Grading Scale	
465 points and up (93%)	A
450-464.9 points (90-92.9%)	A-
440-449.9 points (88-89.8%)	B+
415-439.9 points (83-87.9%)	B
400-414.9 points (80-82.9%)	B-
390-399.9 points (78-79.9%)	C+
365-389.9 points (73-77.9%)	C
360-364.9 points (70%-72.99%)	C-
340-359.9 points (68-69.9%)	D+
315-339.9 points (63-67.9%)	D
300-314.4 points (60-62.9%)	D-
Less than 300 points	F

Disability Services: Students with a physical or learning disability, who may need academic accommodations, should contact the Disability Services office. UAF Disability Services is located within the Center for Health and Counseling in the Whitaker Building on the corner of Yukon Drive and North Chandalar (Room 208). The accessible entrance is located on North Chandalar Drive. UAF Disability Services can be contacted by telephone (474-5655) or e-mail (uaf-disabilityservices@alaska.edu). Once documentation of your disability is received, Disability Services will contact me regarding the necessary accommodations.

Support Services: Writing support services are available on the UAF Campus in the Writing Center, located in 801 Gruening, UAF, 907-474-5314, and on the UAA Campus at the Reading/Writing Center, located in 118 Sally Monserud Hall, UAA, 907-786-6918. Note: to access this Center at UAA, students must register in the English Department (907-786-4355) at a rate of \$12 per semester. Students who are not on the UAA or UAF campus should contact the Center for Distance Education for details regarding support services that are available by distance.

Plagiarism. Plagiarism is representing someone else's ideas and work as your own. Plagiarism includes not only copying verbatim, but also rephrasing the ideas of another without properly acknowledging the source. As you prepare and submit work to meet course requirements, whether a draft or a final version of a paper or project, you must take great care to distinguish

your own ideas and language from information derived from sources. Sources include published primary and secondary materials, electronic media, and information and opinions gained directly from other people.

The University of Alaska Board of Regents has clearly stated in BOR Policy that discrimination, harassment and violence will not be tolerated on any campus of the University of Alaska. If you believe you are experiencing discrimination or any form of harassment including sexual harassment/misconduct/assault, you are encouraged to report that behavior. If you report to a faculty member or any university employee, they must notify the UAF Title IX Coordinator about the basic facts of the incident. Your choices for reporting include: 1) You may access confidential counseling by contacting the UAF Health & Counseling Center at 474-7043; 2) You may access support and file a Title IX report by contacting the UAF Title IX Coordinator at 474-6600; 3) You may file a criminal complaint by contacting the University Police Department at 474-7721.

Class Schedule, Required Readings, Assignment Due Dates

Additional work may be assigned to meet course requirements.

Class Week/ Date	Class Content	Readings	Assignments	CACREP 2016 Standards
1	Course Overview Introductions Counseling Theories Introduction	Corey (2013) Ch. 1, Ch. 2 Corey (2012) Ch. 1	<i>Sign-up for Presentations via Blackboard no later than 8/31 at 11:59 Alaska Time</i> Introductions and Student and Faculty Learning Agreement on Blackboard due no later than 8/31 at 11:59 Alaska Time Reflection #1 (Counseling Theories Introduction) Due Friday, 8/31 at 11:59 Alaska Time	<i>f.5.a; f.5.d; f.5.f; f.5.g; CHMC.c.1.b; CHMC.c.2.j</i>
2	No Class! 		Reflection #1 Response Due Wednesday, 9/5 at 11:59 Alaska Time	
3	Counseling Ethics Building Client Rapport	Corey (2013) Ch. 3 Corey (2012) Ch. 1 <i>Westen (1998)</i> <i>Day-Vines et al. (2007)</i>	Reflection #2 (Counseling Ethics, Building Client Rapport) Due Sunday, 9/9 at 11:59 Alaska Time Reflection #2 Response Due Wednesday, 9/12 at 11:59 Alaska Time	<i>f.5.a; f.5.d; f.5.f; f.5.g; CHMC.c.1.b; CHMC.c.2.j</i>
4	Person-Centered Therapy	Corey (2013) Ch. 7 Corey (2012) Ch. 5 <i>Neukrug, Bayne, Dean-Nganga, & Pusateri (2013)</i> <i>Heppner, Rogers... (1990)</i> <i>Carl Rogers/Gloria Video</i> (See Blackboard for web link)	Reflection #3 (Person-Centered Therapy) Due Sunday, 9/16 at 11:59 Alaska Time Reflection #3 Response Due Wednesday, 9/19 at 11:59 Alaska Time	<i>f.5.a; f.5.d; f.5.f; f.5.g; CHMC.c.1.b; CHMC.c.2.j</i>
4	Psychoanalytic Therapy	Corey (2013) Ch. 4 Corey (2012) Ch. 2 <i>Bornstein (2005)</i>	1a Counseling Session 1b Counseling Session Reflection #4 (Psychoanalytic) Due Sunday, 9/24 at 11:59 Alaska Time Reflection #4 Response Due Wednesday, 9/26 at 11:59 Alaska Time	<i>f.5.a; f.5.d; f.5.f; f.5.g; CHMC.c.1.b; CHMC.c.2.j</i>
5	Existential Therapy	Corey (2013) Ch.6 Corey (2012) Ch. 4 <i>Spillers (2007)</i> Presentation Assigned Readings (see blackboard)	2a Counseling Session Reflection #5 (Existential) Due Sunday, 9/30 at 11:59 Alaska Time Reflection #5 Response Due	<i>f.1.k; f.5.a; f.5.d; f.5.f; f.5.g; f.5.n; f.7.b; CHMC.c.1.b;</i>

			<i>Wednesday, 10/3 at 11:59 Alaska Time</i>	<i>CMHC.c.2.</i>
6	Adlerian Therapy	Corey (2013) Ch. 5 Corey (2012) Ch. 3 Presentation Assigned Readings (see blackboard)	2b Counseling Session <i>Session 1 Paperwork Due 10/8 at 11:59 Alaska Time</i> <i>Reflection #6 (Adlerian) Due Sunday, 10/7 at 11:59 Alaska Time</i> <i>Reflection #6 Response Due Wednesday, 10/10 at 11:59 Alaska Time</i>	<i>f.1.k; f.5.a; f.5.d; f.5.f; f.5.g; f.5.n; f.7.b; CHMC.c.1.b; CMHC.c.2.</i>
7	Gestalt Therapy	Corey (2013) Ch. 8 Corey (2012) Ch. 6 <i>Fritz Pearls/Gloria Video</i> (See Blackboard for web link) Presentation Assigned Readings (see blackboard)	3a Counseling Session <i>Case Study Conceptualization Paper Due Sunday, 10/14 at 11:59 Alaska Time</i> <i>Reflection #7 (Gestalt) Due Sunday, 10/14 at 11:59 Alaska Time</i> <i>Reflection #7 Response Due Wednesday, 10/17 at 11:59 Alaska Time</i>	<i>f.1.k; f.5.a; f.5.d; f.5.f; f.5.g; f.5.n; f.7.b; CHMC.c.1.b; CMHC.c.2.</i>
8	Post-Modern Approaches (Including Narrative Therapy)	Corey (2013) Ch. 13 Corey (2012) Ch. 11 <i>Combs & Freedman (2012)</i> Presentation Assigned Readings (see blackboard)	3b Counseling Session <i>Session 2 Paperwork Due 10/22 at 11:59 Alaska Time</i> <i>Reflection #8 (Post-Modern Approaches) Due Sunday, 10/21 at 11:59 Alaska Time</i> <i>Reflection #8 Response Due Wednesday, 10/24 at 11:59 Alaska Time</i>	<i>f.1.k; f.5.a; f.5.d; f.5.f; f.5.g; f.5.n; f.7.b; CHMC.c.1.b; CMHC.c.2.</i>
9	Cognitive-Behavioral Therapy	Corey (2013) Ch. 10 Corey (2012) Ch. 8 <i>Beck (2005)</i> <i>Albert Ellis/Gloria Video</i> (See Blackboard for web link) Presentation Assigned Readings (see blackboard)	4a Counseling Session <i>Reflection #9 (CBT) Due Sunday, 10/28 at 11:59 Alaska Time</i> <i>Reflection #9 Response Due Wednesday, 10/31 at 11:59 Alaska Time</i>	<i>f.1.k; f.5.a; f.5.d; f.5.f; f.5.g; f.5.n; f.7.b; CHMC.c.1.b; CMHC.c.2.</i>
10	Behavior Therapy	Corey (2013) Ch. 9 Corey (2012) Ch. 7 <i>Wilson (1997)</i> Presentation Assigned Readings (see blackboard)	4b Counseling Session <i>Session 3 Paperwork Due 11/5 at 11:59 Alaska Time</i> <i>Final Paper Outline Due 11/5 at 11:59 Alaska Time</i> <i>Reflection #10 (Behavior) Due Sunday, 11/4 at 11:59</i>	<i>f.1.k; f.5.a; f.5.d; f.5.f; f.5.g; f.5.n; f.7.b; CHMC.c.1.b; CMHC.c.2.</i>

			<i>Alaska Time</i> Reflection #10 Response <i>Due Wednesday, 11/7 at 11:59 Alaska Time</i>	
11	Feminist Therapy	Corey (2013) Ch. 12 Corey (2012) Ch. 10 <i>Brown (2006)</i> <i>McDowell & Hernandez (2010)</i>	5a Counseling Session 5b Counseling Session <i>Session 4 Paperwork Due 11/12 at 11:59 Alaska Time</i> Verbatim Transcription <i>Due 11/12 at 11:59pm Alaska Time</i> Reflection #11 (Feminist) <i>Due Sunday, 11/11 at 11:59 Alaska Time</i> Reflection #11 Response <i>Due Wednesday, 11/14 at 11:59 Alaska Time</i>	<i>f.1.k; f.5.a; f.5.d; f.5.f; f.5.g; f.5.n; f.7.b; CHMC.c.1.b; CMHC.c.2.</i>
12	Reality Therapy	Corey (2013) Ch. 11 Corey (2012) Ch. 9	Reflection #12 (Reality) <i>Due Sunday, 11/18 at 11:59 Alaska Time</i> Reflection #12 Response <i>Due Wednesday, 11/21 at 11:59 Alaska Time</i>	<i>f.1.k; f.5.a; f.5.d; f.5.f; f.5.g; f.5.n; f.7.b; CHMC.c.1.b; CMHC.c.2.</i>
13	Online Learning Activity No In-Class Meeting Family Systems Therapy	Corey (2012) Ch. 12 Corey (2013) Ch. 14 <i>Shadish & Baldwin (2003)</i>	Session 5 Paperwork Due 11/28 at 11:59 Alaska Time Reflection #13 Due Sunday, 11/25 at 11:59 Alaska Time Reflection #13 Response Due Wednesday, 11/28 at 11:59 Alaska Time	<i>f.1.k; f.5.a; CHMC.c.1.b; CHMC.c.2.j</i>
14	Integration of Counseling Theories	Corey (2013) Ch. 15 & 16	Final Paper Due via blackboard 12/7 at 11:59pm Alaska Time	<i>f.1.k; f.5.a; f.5.d; f.5.f; f.5.n; CHMC.c.1.b; CHMC.c.2.j</i>

Evaluation Component	CACREP 2016 Standard Assessed
Reflection Papers	<i>f.1.k; f.5.a; CHMC.c.1.b; CHMC.c.2.j</i>
Counseling Theory Presentation	<i>f.5.a; f.5.d; f.5.f; f.5.g; CHMC.c.1.b; CHMC.c.2.j</i>
Case Study Conceptualization	<i>f.5.a; f.5.f; f.5.g; f.7.b CHMC.c.1.b; CHMC.c.2.j</i>
Counseling Sessions/Paperwork	<i>f.1.k; f.5.a; f.5.d; f.5.f; f.5.g; f.5.n; f.7.b; CHMC.c.1.b; CMHC.c.2.j</i>
Session Three Verbatim Transcription	<i>f.1.k; f.5.f;</i>
Final Theoretical Orientation Paper	<i>f.1.k; f.5.a; f.5.d; f.5.f; f.5.n; CHMC.c.1.b; CMHC.c.2.j</i>

Course Rubrics

Attendance and Participation

	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
ATTENDANCE	Is often late for class and leaves early without prior arrangement.	Misses no more than one class without prior arrangement. Is never late and does not leave early without prior arrangement.	Attends all classes. No missed classes without prior arrangement.	Attends all classes. No missed classes without prior arrangement. Engages other students before and after class and during breaks.
LARGE GROUP PARTICIPATION	Does not ask questions or make comments that indicate familiarity with class topics.	Rarely asks questions or makes comments that indicate familiarity with the class topics.	Occasionally asks questions or makes comments that indicate reflection and familiarity with the class topics.	Regularly asks questions or makes observations that indicate reflection and familiarity with the class topics.
SMALL GROUP PARTICIPATION	Does not participate actively in small groups.	Rarely participates actively in small groups.	Participates in small groups.	Actively participates in small groups and is adequately prepared to discuss the class topics.
BLACKBOARD PARTICIPATION	Does not open Blackboard to access information.	Rarely opens Blackboard to access information.	Regularly uses Blackboard to enhance the classroom experience.	Actively uses Blackboard to enhance the classroom experience.

Papers and Critiques

	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
CLARITY	The paper is incomprehensible even after repeated readings.	Most of the paper is comprehensible, but some passages require interpretation by the reader. Some passages have poor organization.	The paper is comprehensible, but there are a few passages that are difficult to understand. The organization is generally good.	The paper is easy to understand; it is concise and well organized.
GRAMMAR	The paper has many grammatical errors. The errors interfere with comprehension.	The paper has a number of major grammatical errors. Some of the errors interfere with comprehension	The paper has a few major grammatical errors, but the errors do not significantly interfere with comprehension.	The paper has no major grammatical errors.
AUDIENCE	There is little evidence of writing for scholar/practitioners; much of the paper includes colloquial expressions, use of first person, etc.	Many parts of the paper include colloquial expressions, the use of first person, etc.	The paper is generally written for scholar/practitioners, but it includes some colloquial expressions, the use of first person, etc.	The paper is written for scholar/practitioners.
COMPLETENESS	The paper does not address all the areas required by the assignment.	The paper addresses most of the areas required by the assignment	The paper addresses all of the areas required by the assignment.	The paper addresses all of the areas required by the assignment in an engaging manner.
CONCISENESS	The paper presents a significant amount of irrelevant information.	The paper contains some irrelevant information.	The paper contains irrelevant information but the information does not significantly compromise the paper.	The paper has no irrelevant information.
APA FORMATTING	The paper has many departures from the APA Publication Manual, 6 th Edition.	The paper has some departures from the APA Publication Manual	The paper has a small number of departures from the APA Publication Manual.	The paper is written in accordance with the APA Publication Manual.

Presentation Rubric	Unsatisfactory	Basic	Proficient	Distinguished
KNOWLEDGE OF MATERIAL	The presenters appear to lack a basic understanding of the topic.	The presenters have a basic understanding of the topic.	The presenters have a very good understanding of the topic.	The presenters have an excellent understanding of the topic and include extra information in the presentation.
RESOURCES	No outside peer-reviewed resources are used.	Although two outside resources are used, they are all not peer-reviewed, come directly from the theorist, or do not adequately connect to the material.	At least two outside peer-reviewed resources are used appropriately.	Two or more peer-reviewed resources are used in an engaging manner that adds depth to the presentation.
PRESENTER PARTICIPATION	Some members of the presentation team do not appear to participate.	All members of the presentation team participate, but some are not as involved as others.	All member of the presentation team participate equally.	All members of the presentation team present equally and the members appear to work as a team.
CHOICE OF TEACHING TOOLS	Teaching tools are not creative, effective, and do not make sense for the presentation material.	Teaching tools are somewhat creative, somewhat effective, and generally make sense for the presentation material.	Teaching tools are creative, effective, and make sense for the presentation material.	Teaching tools are exceedingly creative, effective, and enhances the quality of the presentation material.
USE OF TEACHING TOOLS	Only one teaching tool is used.	More than one teaching tool is used but there is a lack of cohesion between the two tools.	Two or more teaching tools are used together effectively.	Two or more teaching tools are used together with a high level of audience response.
ROLE-PLAY	The role-play is not present or does not directly relate to the theory.	The role-play is present but is minimally connected or missing essential elements of the theory.	The role-play is present and is adequately connected to the theory.	The role-play is present, exceptionally weaved into the presentation, and directly applies to the theory.
HANDOUT	The handout is not present or lacks pertinent information such as references used.	The handout is present but does not adequately address the topic, is missing components, is not creative in nature, or has multiple errors.	The handout is used effectively for presenting information, has APA references, and is creative.	The handout stands out as a thorough and creative document that is error free and engaging to the reader.